

CHAPTER I

INTRODUCTION

1.1 Research Background

ICT was seemed to be an exciting topic on nowadays century. ICT, Information, and Communication Technology were an essential part of current life. It occurs as ICT was appeared in almost all life-aspects, including education. Today 21-century, most countries had been used ICT optimally in their education, especially in developed countries. For the sake of making people being common with ICT, governments around the world suggest that ICT should be implemented in education. The governments believed students have to get creativity, critical thinking, collaboration, communication, innovation, as well as technological literacy in the meaning of preparing them for advance-globalization.

In Indonesia, the ICT enhancement had affected the English education (Admiraal, 2017). It was observed from the visual media used and utilized by students from the lowest level education in Indonesia. Through this development, teacher was adaptived toward the expansion of visual media itself. Moreover, they certainly needed to use it because visual media was really supportive during teaching and learning process (Admiraal, 2017). The existence of the media itself aids teacher whenever the explanation needed to be attractive and visualized. In other words, teacher needs appropriate media to made students understand the explanation.

English teachers had central part in the students' English Learning successfulness (Bo Shen, 2010). Throughout the changes occurred due to the influence of ICT in teaching and learning activities, teacher at least should try to utilize the used of ICT and teaching media on their job. In line with Greenhow (2016), teachers themselves should not be left behind in the context of ICT development as the students' parties also always developed on it. Nowadays

students had been familiar with ICT since they used it at home as well, whose notion was called “Digital Natives”. The digital natives had been closed to technological things like smartphone, computer, internet, and others, even from junior high school. Hence, in school students were indeed expecting for the same climate that the teacher should at least fulfill it (Khanom, 2018). However, the facts portray not all teachers infiltrate visual media in their teaching activity because of various factors.

As the parties that preparing the students, teachers have to set students up with skills and capacities to allow them figure out the technological advancement on their own (Ponelis, 2015). The teachers were required to aware with the latest information regarding the implementation of components skill needed. The teacher was needed to do so before they educated their students. It must be done by the teachers in all level, especially in teaching Junior High School student. It was seemed to get more attention on Junior High School because they tended to be ready for the used of technology and technological literacy in advance level. Their aged and readiness factors seem to be appropriate enough to learn it.

Related to the junior high school situation, the media that usually used in teaching was not only in the form of traditional media, but also in the form of technological media. On one hand, the examples of traditional media were toy typical, such as: dolls, puzzles, and flash card. On the other hand, the forms of technological media were video, song, picture, etc. According to Yang (2015), Junior High School frequently used interactive technology like MP3 player and video as the dominant activities in their studying time. In which, it was seemed that visual media was like an addiction to them. It was changed their daily life activity communication even the methods of learning. The visual media was very helpful to Junior High School students, which they were able to learn from reflection of how z-generation play, learn, and communicated.

The new technology was implemented, and it was changed as a result of its positive contributions to the school's teaching and learning process. Carver (2016) asserts that technology has increased student motivation, attitude, engagement, and self-confidence, while also improving organizational and study skills. He cites several studies to support his claim. Media infographics, for example, are an example of how technology can be used in the classroom. Islamoglu (2015) investigated the effect of visualization media infographics on the improvement of writing skills in seventh grade students in junior high school, and his findings were published in 2015. According to the findings of the study, media infographics have the potential to improve students' visual communication skills, including their ability to think, learn, and express themselves in a visual manner. Visual media infographics were used to develop new literacy skills that were needed in the current digital era, such as data visualization. The author of Islamoglu (2015) asserted that visual media, specifically infographics, had the potential to develop 21st-century skills in students, such as improving comprehension of information, ideas, and concepts, among other things. The ability to think critically and develop well-organized ideas was improved as a result of the use of infographics in the classroom during teaching and learning activities (Islamoglu, 2015).

It was seemed that the discussion around implementing visual media of infographics was really interesting to be done. Various positive aspects and contribution had been proven able to improve students' competencies, especially if it was related to the sense of English learning on nowadays era. Moreover, infographics currently was created easily through enormous platforms. Among them, Canva was seemed to be the most popular one because it had been downloaded by billion users as well as it was easy to use. This research was further conducted based on this narration, where infographics itself had various exciting and potential components to be researched. It looks like infographics could be a supportive learning media especially when it was implemented in junior high school climate. In which,

junior high school students like it has been explained before, they had been ready to learn integrated with ICT because of their aged and readiness in accepting a new learning climate.

Relating to the aforementioned hypothesis, a preliminary research and interview had been further conducted to students and teacher at SMPN 4 Kintamani. SMPN 4 Kintamani was one of junior high school in Kintamani District, Bangli Regency, Bali, Indonesia. It was gotten that the observed teachers had facilities like LCD, software, CD; where these were very beneficial if they used during learning processes. For a while, ICT based infographics of descriptive text as English teaching only conducted if there was a special moment, like playing guess vocabulary for instance. The teacher was made their own ICT based infographics of descriptive text as English teaching because they were unable or unskilled. Yet, some teachers already had their own learning media that they had been downloaded from YouTube.

Based on the questionnaire given to 32 students of seven grade students at SMPN 4 Kintamani, the result showed 19.4% students always used smartphones or laptop outside of the school; 48.4% students often used smartphone or laptop outside the school; and 32.4% students rarely used smartphone or laptop outside of the school. Most observed students used smartphone or laptop outside of the school. Most of them used smartphones or laptop to watch YouTube, online reading, and play game. The students also wanted to learn through smartphone or laptop. They were interested to learn English if this research developed a technology based visual media. It was showed by 100% students chose interested to learn English if the researchers invited them to make a technology based visual media based on their own.

The preliminary results had even strengthened that researching infographics was such a fascinating topic to be done. Thus, this research aimed at investigating the infographics

learning media through Canva Platform on the condition of junior high school students. The research was done in the same setting as in the preliminary observation SMPN 4 Kintamani. Besides it was done because of the preliminary results reason, the setting was chosen because of researchers convenient to do the research in the selected setting. It was believed that teachers themselves needed to develop a technology based learning media to teach students about English, as even the students were really exciting around it. Moreover, there had been various studied proved that infographics media was really helpful during teaching and learning activities in current era. Hence, it was such a good foundation to research the similar topic on the different setting. Final findings were expected able to provide references and enrichments on the modern learning media to be used on current situation.

Preliminary questions had been posed to the English language teacher at the junior high school where the seven grade students were enrolled. SMPN 4 Kintamani was identified as having a problem, and based on preliminary questioners, the research team discovered that the teacher had media in the form of a textbook. The school had some facilities that supported and maximize the learning process such as laptop, LCD, and CD. However, the teacher only used these facilities at a particular time such as when the school got any monitoring. This was unlucky situation because if those facilities well used, it was helped students to learn and improve their skills.

Another result was that the teachers taught not only one class, but 8 classes. Thus it made the teacher did not have enough time to make any media. It was mentioned in interview, that due to the teacher limitation, they had not been making any ICT based infographics of descriptive text as English teaching yet. Sometimes, they downloaded some learning media from YouTube (in the form of video) or goggle to compile some materials and whatsapp group. It was better if they had it, therefore they could vary the English

learning process. From these results, it was concluded that it could necessary to develop ICT based infographics of descriptive text as English teaching on seven grade students in SMPN 4 Kintamani.

A preliminary questionnaire also had been done to the students in the seven grade students related to how they learn English in the class and how their teacher teaches them. The result were: 1) most of students have their own Smartphone and laptop; 2) the students got used to used their Smartphone and laptop to watch video from YouTube and play offline and online to study; 3) the students said that they wanted to learn English by using their Smartphone and laptop in which this resulted becomes the important result, because they was not enjoy anything if they did not wanted to did it. From those results, it would be better if they had an ICT based infographics of descriptive text as English teaching on their Smartphone and laptop, so their Smartphone and laptop was more useful for the academics purposed.

There was an ICT based infographics of descriptive text as English teaching that was usually used by teachers in teaching English, it was PowerPoint. However, Semaan and Ismail (2018) stated that there were many kinds of ICT based infographics of descriptive text as English teaching which had a more interesting visual media, easy to be used and created; the media was adjusted in delivering what material wants to be delivered. English was taught through descriptive text. Descriptive text could helped the students in learning English (Elviana, 2020), especially learning English. If descriptive text was a fun way, students might not forget English learning. Through reading descriptive text students was learned English vocabularies, pronunciation, and they was seemed the pattern of English sentences in the descriptive text. Every descriptive text also contained a different graphics design, so through descriptive text, students were learned design and it was improved their skill design. It was

supported by (Noprianto, 2017) that using descriptive text was a potential tool used to improve skill design. It would give better learning outcome for students' junior high school. Due these statements, the researcher interviewed some students from the seven grade students of SMPN 4 Kintamani junior high school and the results were the students like to reading and writing descriptive text; they also said that they were excited to read or writing in English by descriptive text if the descriptive was easily understood and interesting for them.

In the accordance to the findings in the field, the researcher tried to developed English visual media through one of the famous design graphics that was infographics. The descriptive text for the seven-grade student's junior high school at SMPN 4 Kintamani was created by the researcher using this medium, and it was based on the topics that were going to be taught to the students in the junior high school. The subject matter was taken from the English curriculum developed by the English teacher at SMPN 4 Kintamani High School. The descriptive text was not only presented to be read by students but also, they could wrote and design to it. So, the students learned to read and write to English vocabulary through the descriptive text. They read and write the descriptive text at home through Smartphone or laptop because based on the preliminary questionnaire with the students, more than 50% students in the seven grade students had their own Smartphone and laptop, some other sometimes borrow their parent' Smartphone and laptop.

1.2 Identification Problem

According to the background and the need analysis above, there were some problem identifications found in SMPN 4 Kintamani:

1. All learning activities were done by online. The seven grade student's teacher at SMPN 4 Kintamani used some media such as pictures, fairy tales, recorded video

and video from YouTube. They usually used WhatsApp, Google meets, etc., as digital and visual flat form in the teaching and learning process during SFH.

2. The teacher was still unfamiliar with the autonomous learning in this current situation when teach the students through online.
3. It was not an easy thing for seven grade student's teacher to teach because everything must be done through online. There was still no learning media that could help students to learn autonomously.
4. The use of visual media was still not maximal yet at SMPN 4 Kintamani. The teacher was not familiar with ICT based Infographics of descriptive text as English teaching. In this current situation, not all teachers could create their own visual media as English teaching.
5. The teachers needed a visual media to motivate students to create joyful, meaningful, and interactive learning for seven grade students in which could facilitate them to learn autonomously.

1.3 Research Question

The research questions are formulated, as follows:

1. How was the development ICT based infographics of descriptive text as English teaching media on seven grade students in SMPN 4 Kintamani?
2. How was the quality ICT based infographics of descriptive text as English teaching media on seven grade students in SMPN 4 Kintamani?

1.4 Research Objectives

The research objective was formulated as follows:

1. To develop ICT based infographics of descriptive text as English teaching media on seven grade students' in SMPN 4 Kintamani.
2. To know the quality of ICT based infographics of descriptive text as English teaching media on seven grade students' in SMPN 4 Kintamani.

1.5 Research Significance

It was anticipated that this research would have both theoretical and practical implications. The following is a description of the theoretical and practical significance of this research:

1.5.1. Theoretical Significance

This study theoretically was expected support the teaching English for junior high school where children construct meaning from experiences actively and got a chance to learned by using ICT media especially infografics.

1.5.2. Practical Significance

1. for Teacher

This study was expected to helped English teacher to teach English lesson. Teacher was adapted this ICT based infographics of descriptive text as English teaching into the learning process with the resulted that learning was more fund and valuable.

2. for Students

This study was expected directly affect the development of English language skill. Then, through the development infographics as ICT based infographics of descriptive text had been more value, interesting, and fun. Moreover, ICT would absolutely motivated students to continuously increase their English skill. Infographics as ICT

based infographics was increase student's English skill because they were use ICT by using Smartphone everywhere and anywhere outside of the school.

3. for other researcher

This study was expected become a stoked holder where the researcher gave theoretical contribution to the public and potentially increased the quantity and quality of research that was conducted by lecturer or college students

1.6 Scope of the study

SMPN 4 Kintamani students in seventh grade were subjected to an investigation into developing ICT-based infographics of descriptive text as part of their English education curriculum. The Design and Development method advocated by Richey and Klein (2009) was used to create this infographic, which was then refined.

